



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 12231584
SAU: MSAD 29
School: Houlton Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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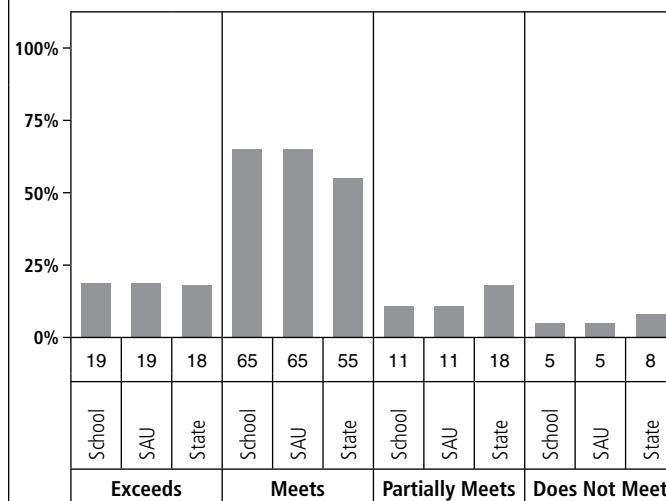
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: MSAD 29
School: Houlton Junior High School

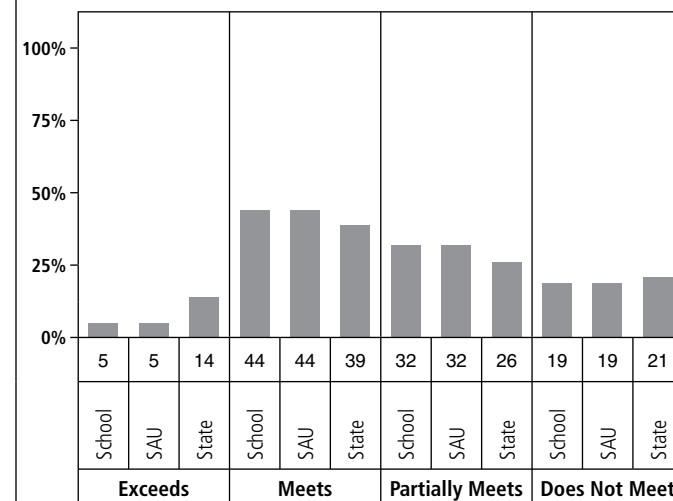
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	746	746	745
2006–2007	745	745	748
2007–2008	753	753	750
Cum. Avg. *	748	748	748
Mathematics			
2005–2006	735	735	740
2006–2007	732	732	742
2007–2008	740	740	743
Cum. Avg. *	736	736	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: MSAD 29
 School: Houlton Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics											
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	112	100	112	100	14818	100	112	100	112	100	14698	99	112	100	112	100	14694	99						
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99						
American Indian or Native Alaskan	7	6	7	6	113	1	7	100	7	100	112	99	7	100	7	100	112	99						
Asian or Pacific Islander	2	2	2	2	219	1	2	100	2	100	213	97	2	100	2	100	217	99						
Hispanic	2	2	2	2	178	1	2	100	2	100	176	99	2	100	2	100	177	100						
Caucasian/White	101	90	101	90	13927	94	101	100	101	100	13825	99	101	100	101	100	13813	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	15	13	15	13	2556	17	15	100	15	100	2508	99	15	100	15	100	2497	98						
Current LEP	2	2	2	2	363	2	2	100	2	100	352	97	2	100	2	100	360	99						
Economically disadvantaged	54	48	54	48	5461	37	54	100	54	100	5408	99	54	100	54	100	5406	99						
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	97	87	97	87	12195	82	97	87	97	87	12215	82						
Identified disability (PET/IEP)	0	0	0	0	418	3	0	0	0	0	421	3						
LEP	2	2	2	2	183	2	2	2	2	2	183	1						
504 plan	1	1	1	1	181	1	1	1	1	1	182	1						
Participation with accommodations	14	13	14	13	2320	16	14	13	14	13	2303	16						
Identified disability (PET/IEP)	14	100	14	100	1912	82	14	100	14	100	1900	83						
LEP	0	0	0	0	159	7	0	0	0	0	173	8						
504 plan	0	0	0	0	56	2	0	0	0	0	55	2						
Other	0	0	0	0	244	11	0	0	0	0	226	10						
Participation through alternate assessment (PAAP)	1	1	1	1	178	1	1	1	1	1	176	1						
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	176	100						
LEP	0	0	0	0	5	3	0	0	0	0	4	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0						
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	MSAD 29
School:	Houlton Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	14	14	14	14	1769	11
	2006-2007	9	11	9	11	2630	18
	2007-2008	21	19	21	19	2604	18
	Cum. Total*	44	15	44	15	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	44	45	46	47	7521	49
	2006-2007	37	47	37	47	7605	51
	2007-2008	72	65	72	65	8049	55
	Cum. Total*	153	53	155	54	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	29	30	28	29	3773	24
	2006-2007	22	28	22	28	3000	20
	2007-2008	12	11	12	11	2672	18
	Cum. Total*	63	22	62	22	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	10	10	10	10	2399	16
	2006-2007	11	14	11	14	1620	11
	2007-2008	6	5	6	5	1190	8
	Cum. Total*	27	9	27	9	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.4	66.8	37.4	66.8	35.3	63.0
Literary Text	28	50	18.6	66.4	18.6	66.4	17.3	61.8
Informational Text	28	50	18.8	67.1	18.8	67.1	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 7
SAU: MSAD 29
School: Houlton Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	111	21	19	72	65	12	11	6	5	753	111	19	65	11	5	753	14515	18	55	18	8	750
Ethnicity																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	7	0	0	7	100	0	0	0	0	750	7	0	100	0	0	750	110	6	52	24	18	744
Asian or Pacific Islander	2										2						211	26	47	20	6	752
Hispanic	2										2						173	12	54	18	15	746
Caucasian/White	100	21	21	61	61	12	12	6	6	753	100	21	61	12	6	753	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	3	21	5	36	6	43	733	14	0	21	36	43	733	2330	2	30	36	32	735
No	97	21	22	69	71	7	7	0	0	755	97	22	71	7	0	755	12185	21	60	15	4	753
Current LEP																						
Yes	2										2						342	8	46	22	24	741
No	109	21	19	70	64	12	11	6	6	753	109	19	64	11	6	753	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	53	5	9	40	75	6	11	2	4	751	53	9	75	11	4	751	5299	9	51	26	14	745
No	58	16	28	32	55	6	10	4	7	754	58	28	55	10	7	754	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	111	21	19	72	65	12	11	6	5	753	111	19	65	11	5	753	14514	18	55	18	8	750
Gender																						
Female	64	17	27	37	58	6	9	4	6	755	64	27	58	9	6	755	7084	24	55	15	6	752
Male	47	4	9	35	74	6	13	2	4	750	47	9	74	13	4	750	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	18	90	2	10	0	0	748	20	0	90	10	0	748	946	6	47	34	12	743
No	91	21	23	54	59	10	11	6	7	754	91	23	59	11	7	754	13569	19	56	17	8	750
Gifted/talented program																						
Yes	10	6	60	4	40	0	0	0	0	768	10	60	40	0	0	768	574	61	38	1	0	765
No	101	15	15	68	67	12	12	6	6	751	101	15	67	12	6	751	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 29
School: Houlton Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	6	0	0	5	71	0	0	2	29	743	6	0	71	0	29	743	6	9	42	24	25	741
B. less than one hour	34	8	21	24	63	3	8	3	8	752	34	21	63	8	8	752	50	17	56	19	8	750
C. one to two hours	56	13	21	40	65	8	13	1	2	754	56	21	65	13	2	754	40	20	58	16	6	752
D. more than two hours	4	0	0	3	75	1	25	0	0	752	4	0	75	25	0	752	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	46	12	24	32	63	6	12	1	2	755	46	24	63	12	2	755	36	24	58	14	5	753
B. They match some of what I have learned.	44	8	16	32	65	5	10	4	8	751	44	16	65	10	8	751	50	16	58	19	8	749
C. They match just a little of what I have learned.	8	1	11	7	78	1	11	0	0	752	8	11	78	11	0	752	11	13	45	26	16	745
D. There is no match.	2	0	0	1	50	0	0	1	50	737	2	0	50	0	50	737	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	13	48	12	44	1	4	1	4	761	25	48	44	4	4	761	28	35	52	9	5	756
B. good	61	8	12	44	66	10	15	5	7	750	61	12	66	15	7	750	52	15	60	18	7	750
C. fair	12	0	0	12	92	1	8	0	0	750	12	0	92	8	0	750	18	3	49	33	15	742
D. poor	3	0	0	3	100	0	0	0	0	754	3	0	100	0	0	754	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	15	2	12	12	71	3	18	0	0	752	15	12	71	18	0	752	16	13	48	23	16	745
B. about the same as my regular schoolwork	73	16	20	52	64	8	10	5	6	752	73	20	64	10	6	752	65	18	57	18	7	750
C. easier than my regular schoolwork	12	3	23	8	62	1	8	1	8	756	12	23	62	8	8	756	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	1	9	7	64	3	27	0	0	749	10	9	64	27	0	749	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	58	9	14	44	70	6	10	4	6	752	58	14	70	10	6	752	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	32	11	31	19	54	3	9	2	6	755	32	31	54	9	6	755	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	62	13	19	44	64	8	12	4	6	753	62	19	64	12	6	753	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	37	8	20	27	66	4	10	2	5	753	37	20	66	10	5	753	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	746	1	0	100	0	0	746	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	16	4	22	11	61	2	11	1	6	752	16	22	61	11	6	752	17	25	57	13	6	753
B. 20 minutes to an hour	62	17	25	43	62	8	12	1	1	755	62	25	62	12	1	755	45	22	56	16	6	752
C. less than 20 minutes	10	0	0	9	82	0	0	2	18	745	10	0	82	0	18	745	13	14	56	21	9	748
D. I rarely read at home.	12	0	0	9	69	2	15	2	15	746	12	0	69	15	15	746	24	8	53	26	13	745
Optional school/SAU question																						
A.	63	2	40	3	60	0	0	0	0	757	63	40	60	0	0	757						
B.	13	0	0	1	100	0	0	0	0	756	13	0	100	0	0	756						
C.	25	1	50	1	50	0	0	0	0	759	25	50	50	0	0	759						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 29
School: Houlton Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	1	1	1	1	1646	11
	2006-2007	3	4	3	4	2142	14
	2007-2008	5	5	5	5	2028	14
	Cum. Total*	9	3	9	3	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	31	32	32	33	5497	36
	2006-2007	18	23	18	23	5642	38
	2007-2008	49	44	49	44	5703	39
	Cum. Total*	98	34	99	34	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	37	38	38	39	4514	29
	2006-2007	37	47	37	47	4077	27
	2007-2008	36	32	36	32	3733	26
	Cum. Total*	110	38	111	39	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	28	29	27	28	3797	25
	2006-2007	21	27	21	27	3001	20
	2007-2008	21	19	21	19	3054	21
	Cum. Total*	70	24	69	24	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.1	50.6	8.1	50.6	8.8	55.0
Cluster 2: Shape and Size	14	25	4.4	31.4	4.4	31.4	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.7	46.3	3.7	46.3	3.5	43.8
Cluster 4: Patterns	18	32	7.5	41.7	7.5	41.7	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 29
 School: Houlton Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	111	5	5	49	44	36	32	21	19	740	111	5	44	32	19	740	14518	14	39	26	21	743
Ethnicity																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	7	0	0	5	71	2	29	0	0	744	7	0	71	29	0	744	110	5	30	36	29	736
Asian or Pacific Islander	2										2						216	25	34	23	18	748
Hispanic	2										2						175	9	32	30	29	737
Caucasian/White	100	5	5	42	42	33	33	20	20	740	100	5	42	33	20	740	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	0	0	2	14	12	86	721	14	0	0	14	86	721	2321	2	16	26	55	727
No	97	5	5	49	51	34	35	9	9	743	97	5	51	35	9	743	12197	16	44	26	15	746
Current LEP																						
Yes	2										2						356	7	23	24	45	731
No	109	5	5	48	44	35	32	21	19	740	109	5	44	32	19	740	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	53	2	4	21	40	18	34	12	23	738	53	4	40	34	23	738	5301	5	31	31	33	736
No	58	3	5	28	48	18	31	9	16	742	58	5	48	31	16	742	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	111	5	5	49	44	36	32	21	19	740	111	5	44	32	19	740	14517	14	39	26	21	743
Gender																						
Female	64	4	6	30	47	16	25	14	22	741	64	6	47	25	22	741	7086	14	40	26	20	743
Male	47	1	2	19	40	20	43	7	15	740	47	2	40	43	15	740	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	5	25	10	50	5	25	733	20	0	25	50	25	733	946	4	23	36	37	733
No	91	5	5	44	48	26	29	16	18	742	91	5	48	29	18	742	13572	15	40	25	20	743
Gifted/talented program																						
Yes	10	4	40	4	40	2	20	0	0	756	10	40	40	20	0	756	575	64	31	3	1	765
No	101	1	1	45	45	34	34	21	21	739	101	1	45	34	21	739	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 29
School: Houlton Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	3	43	2	29	2	29	735	6	0	43	29	29	735	6	7	29	26	37	734
B. less than one hour	34	2	5	16	42	11	29	9	24	739	34	5	42	29	24	739	50	13	39	26	22	742
C. one to two hours	56	3	5	28	45	22	35	9	15	742	56	5	45	35	15	742	40	15	42	26	17	744
D. more than two hours	4	0	0	2	50	1	25	1	25	742	4	0	50	25	25	742	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	18	2	10	8	40	6	30	4	20	742	18	10	40	30	20	742	32	21	40	23	16	747
B. They match some of what I have learned.	62	3	4	34	49	23	33	9	13	742	62	4	49	33	13	742	50	12	42	27	19	743
C. They match just a little of what I have learned.	16	0	0	6	33	7	39	5	28	735	16	0	33	39	28	735	15	7	32	31	30	737
D. There is no match.	4	0	0	1	25	0	0	3	75	728	4	0	25	0	75	728	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	3	9	21	64	4	12	5	15	746	30	9	64	12	15	746	25	34	42	13	11	753
B. good	41	1	2	20	43	21	46	4	9	742	41	2	43	46	9	742	47	10	45	27	18	743
C. fair	23	1	4	7	27	8	31	10	38	733	23	4	27	31	38	733	23	3	30	36	32	735
D. poor	5	0	0	1	17	3	50	2	33	731	5	0	17	50	33	731	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	57	1	2	28	44	21	33	13	21	739	57	2	44	33	21	739	36	6	38	29	27	738
B. about the same as my regular schoolwork	35	3	8	16	41	13	33	7	18	742	35	8	41	33	18	742	53	13	42	27	18	744
C. easier than my regular schoolwork	7	1	13	5	63	2	25	0	0	751	7	13	63	25	0	751	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	68	4	5	36	48	25	33	10	13	743	68	5	48	33	13	743	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	28	1	3	13	42	7	23	10	32	737	28	3	42	23	32	737	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	3	75	1	25	732	4	0	0	75	25	732	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	6	0	0	3	50	3	50	0	0	742	6	0	50	50	0	742	9	15	37	25	23	742
B. two or three days a week	20	0	0	12	55	8	36	2	9	744	20	0	55	36	9	744	20	13	41	26	20	743
C. two or three times each month	48	4	8	27	52	16	31	5	10	744	48	8	52	31	10	744	30	15	40	27	18	744
D. never or almost never	27	1	3	6	21	8	28	14	48	731	27	3	21	28	48	731	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	14	0	0	6	40	2	13	7	47	732	14	0	40	13	47	732	20	17	39	23	22	744
B. two or three days a week	41	1	2	19	42	18	40	7	16	741	41	2	42	40	16	741	29	16	40	25	19	744
C. two or three times a month	35	4	10	18	46	13	33	4	10	744	35	10	46	33	10	744	26	13	40	28	20	743
D. never or almost never	11	0	0	6	50	3	25	3	25	739	11	0	50	25	25	739	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	17	0	0	11	61	3	17	4	22	739	17	0	61	17	22	739	8	7	32	26	35	736
B. 30–45 minutes	55	5	8	22	37	22	37	11	18	741	55	8	37	37	18	741	41	12	38	27	23	741
C. 45–60 minutes	27	0	0	13	45	11	38	5	17	741	27	0	45	38	17	741	41	17	42	24	16	745
D. more than 60 minutes	2	0	0	1	50	0	0	1	50	734	2	0	50	0	50	734	10	15	38	25	22	743
Optional school/SAU question																						
A.	63	0	0	2	40	2	40	1	20	738	63	0	40	40	20	738						
B.	13	0	0	1	100	0	0	0	0	742	13	0	100	0	0	742						
C.	25	0	0	1	50	1	50	0	0	743	25	0	50	50	0	743						
D.	0										0											